

KINDERGARTEN SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
	Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&S) statement Green Underline = clarified, recoded, or moved into a K&S statement or an SE		
(1) History. The student understands that holidays are celebrations of special events. The student is expected to:	(1) History. The student understands that holidays are celebrations of special events. The student is expected to:	(1) History. The student understands that holidays are celebrations of special events. The student is expected to:	No change
(1)(A) explain the reasons for national patriotic holidays such as Presidents' Day, Veterans Day, and Independence Day; and	(1)(A) identify explain the reasons for national patriotic holidays such as Constitution Day, Presidents' Day, Veterans Day, and Independence Day; and	(1)(A) identify national patriotic holidays such as Constitution Day, Presidents' Day, Veterans Day, and Independence Day; and	Cognitive verb phrase “explain the reasons for” changed to “identify”
(1)(B) identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day.	(1)(B) identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day.	(1)(B) identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day.	No change
(2) History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:	(2) History. The student understands how historical figures, patriots, and good citizens helped shape the community , state, and nation. The student is expected to: <u>identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation.</u> ; and	(2) History. The student understands how historical figures helped shape the state and nation. The student is expected to identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation.	<ul style="list-style-type: none"> Streamlined 2010 SE (2)(A) moved into 2018 K&S statement (2)
(2)(A) identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation; and	(2)(A) identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation. ; and		2010 SE (2)(A) moved into 2018 K&S statement (2)
(2)(B) identify contributions of patriots and good citizens who have shaped the community.	(2)(B) identify contributions of patriots and good citizens who have shaped the community.		Deleted
(3) History. The student understands the concept of chronology. The student is expected to:	(3) History. The student understands the concept of chronology. The student is expected to:		Deleted
(3)(A) place events in chronological order; and	(A) place events in chronological order; and		2010 SE (3)(A) recoded to 2018 SE (14)(A)
(3)(B) use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow.	(B) use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow.		2010 SE (3)(B) recoded to 2018 SE (14)(B)

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(4) Geography. The student understands the concept of location. The student is expected to:	(3)(4) Geography. The student understands the concept of location. The student is expected to:	(3) Geography. The student understands the concept of location. The student is expected to:	2010 K&S statement (4) recoded to 2018 K&S statement (3)
(4)(A) use terms, including over, under, near, far, left, and right, to describe relative location;	(3)(4) (A) use <u>spatial</u> terms, including over, under, near, far, left, and right, to describe relative location;	(3)(A) use spatial terms, including over, under, near, far, left, and right, to describe relative location;	<ul style="list-style-type: none"> 2010 SE (4)(A) recoded to 2018 SE (3)(A) Edited for clarification
(4)(B) locate places on the school campus and describe their relative locations; and	(3)(4) (B) locate places on the school campus and describe their relative locations; and	(3)(B) locate places on the school campus and describe their relative locations; and	2010 SE (4)(B) recoded to 2018 SE (3)(B)
(4)(C) identify tools that aid in determining location, including maps and globes.	(3)(4) (C) identify <u>and use geographic</u> tools that aid in determining location, including maps and globes.	(3)(C) identify and use geographic tools that aid in determining location, including maps and globes.	<ul style="list-style-type: none"> 2010 SE (4)(C) recoded to 2018 SE (3)(C) Edited for clarification
(5) Geography. The student understands physical and human characteristics of place. The student is expected to:	(4)(5) Geography. The student understands physical and human characteristics of place <u>to better understand self, home, family, classroom, and the world around them</u> . The student is expected to:	(4) Geography. The student understands physical and human characteristics of place to better understand self, home, family, classroom, and the world around them. The student is expected to:	<ul style="list-style-type: none"> 2010 K&S statement (5) recoded to 2010 K&S statement (4) Edited for clarification
(5)(A) identify the physical characteristics of place such as landforms, bodies of water, natural resources, and weather; and	(4)(5) (A) identify the physical characteristics of place such as landforms, bodies of water, <u>Earth's natural</u> resources, and weather; and	(4)(A) identify the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather; and	<ul style="list-style-type: none"> 2010 SE (5)(A) recoded to 2018 SE (4)(A) Edited for clarification
(5)(B) identify how the human characteristics of place such as ways of earning a living, shelter, clothing, food, and activities are based upon geographic location.	(4)(5) (B) identify how <u>geographic location influences</u> the human characteristics of place such as ways of earning a living, shelter, clothing, food, and activities are based upon geographic location .	(4)(B) identify how geographic location influences human characteristics of place such as shelter, clothing, food, and activities.	<ul style="list-style-type: none"> 2010 SE (5)(B) recoded to 2018 SE (4)(B) Edited for clarification
(6) Economics. The student understands that basic human needs and wants are met in many ways. The student is expected to:	(5)(6) Economics. The student understands <u>the difference between</u> that basic human needs and wants <u>and how they</u> are met in many ways . The student is expected to:	(5) Economics. The student understands the difference between human needs and wants and how they are met. The student is expected to:	<ul style="list-style-type: none"> 2010 K&S statement (6) recoded to 2018 K&S statement (5) Edited for clarification
(6)(A) identify basic human needs of food, clothing, and shelter;	(5)(6) (A) identify basic human needs of food, clothing, and shelter;	(5)(A) identify basic human needs of food, clothing, and shelter;	2010 SE (6)(A) recoded to 2018 SE (5)(A)
(6)(B) explain the difference between needs and wants; and	(5)(6) (B) explain the difference between needs and wants; and	(5)(B) explain the difference between needs and wants; and	2010 SE (6)(B) recoded to 2018 SE (5)(B)

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(6)(C) explain how basic human needs can be met such as through self-producing, purchasing, and trading.	(5)(6) (C) explain how basic human needs and wants can be met such as through self-producing, purchasing, and trading .	(5)(C) explain how basic human needs and wants can be met.	<ul style="list-style-type: none"> 2010 SE (6)(C) recoded to 2018 SE (5)(C) Streamlined
(7) Economics. The student understands the value of jobs. The student is expected to:	(6)(7) Economics. The student understands the value of jobs. The student is expected to:	(6) Economics. The student understands the value of jobs. The student is expected to:	2010 K&S statement (7) recoded to 2018 K&S statement (6)
(7)(A) identify jobs in the home, school, and community; and	(6)(7) (A) identify jobs in the home, school, and community; and	(6)(A) identify jobs in the home, school, and community; and	2010 SE (7)(A) recoded to 2018 SE (6)(A)
(7)(B) explain why people have jobs.	(6)(7) (B) explain why people have jobs.	(6)(B) explain why people have jobs.	2010 SE (7)(B) recoded to 2018 SE (6)(B)
(8) Government. The student understands the purpose of rules. The student is expected to:	(7)(8) Government. The student understands the purpose of rules. The student is expected to:	(7) Government. The student understands the purpose of rules. The student is expected to:	2010 K&S statement (8) recoded to 2018 K&S statement (7)
(8)(A) identify purposes for having rules; and	(7)(8) (A) identify purposes for having rules; and	(7)(A) identify purposes for having rules; and	2010 SE (8)(A) recoded to 2018 SE (7)(A)
(8)(B) identify rules that provide order, security, and safety in the home and school.	(7)(8) (B) identify rules that provide order, security, and safety in the home and school.	(7)(B) identify rules that provide order, security, and safety in the home and school.	2010 SE (8)(B) recoded to 2018 SE (7)(B)
(9) Government. The student understands the role of authority figures. The student is expected to:	(8)(9) Government. The student understands the role of authority figures. The student is expected to:	(8) Government. The student understands the role of authority figures. The student is expected to:	2010 K&S statement (9) recoded to 2018 K&S statement (8)
(9)(A) identify authority figures in the home, school, and community; and	(8)(9) (A) identify authority figures in the home, school, and community; and	(8)(A) identify authority figures in the home, school, and community; and	2010 SE (9)(A) recoded to 2018 SE (8)(A)
(9)(B) explain how authority figures make and enforce rules.	(8)(9) (B) explain how authority figures make and enforce rules.	(8)(B) explain how authority figures enforce rules.	<ul style="list-style-type: none"> 2010 SE (9)(B) recoded to 2018 SE (8)(B) Streamlined
(10) Citizenship. The student understands important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity. The student is expected to:	(9)(10) Citizenship. The student understands important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity. The student is expected to:	(9) Citizenship. The student understands important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity. The student is expected to:	2010 K&S statement (10) recoded to 2018 K&S statement (9)
(10)(A) identify the flags of the United States and Texas;	(9)(10) (A) identify the flags of the United States <u>flag</u> and <u>the</u> Texas <u>state flag</u> ;	(9)(A) identify the United States flag and the Texas state flag;	<ul style="list-style-type: none"> 2010 SE (10)(A) recoded to 2018 SE (9)(A) Streamlined

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(10)(B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag;	(9)(10) (B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag; and	(9)(B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag; and	2010 SE (10)(B) recoded to 2018 SE (9)(B)
(10)(C) identify Constitution Day as a celebration of American freedom; and	(10)(C) identify Constitution Day as a celebration of American freedom; and		<ul style="list-style-type: none"> Deleted Constitution Day remains in 2018 SE (1)(A)
(10)(D) use voting as a method for group decision making.	(9)(C)(10)(D) use voting as a method for group decision making.	(9)(C) use voting as a method for group decision making.	2010 SE (10)(D) recoded to 2018 SE (9)(C)
(11) Culture. The student understands similarities and differences among people. The student is expected to:	(10)(11) Culture. The student understands similarities and differences among <u>individuals</u> people . The student is expected to: <u>identify similarities and differences among individuals</u> people such as kinship, laws, and religion; and	(10) Culture. The student understands similarities and differences among individuals. The student is expected to identify similarities and differences among individuals such as kinship and religion.	<ul style="list-style-type: none"> 2010 K&S statement (11) recoded to 2018 K&S statement (10) Edited for clarification 2010 SE (11)(A) moved into 2018 K&S statement (10)
(11)(A) identify similarities and differences among people such as kinship, laws, and religion; and	(11)(A) identify similarities and differences among people such as kinship, laws, and religion; and		2010 SE (11)(A) moved into 2018 K&S statement (10)
(11)(B) identify similarities and differences among people such as music, clothing, and food.	(11)(B) identify similarities and differences among people such as music, clothing, and food.		Deleted
(12) Culture. The student understands the importance of family customs and traditions. The student is expected to:	(11)(12) Culture. The student understands the importance of family customs and traditions. The student is expected to:	(11) Culture. The student understands the importance of family traditions. The student is expected to:	<ul style="list-style-type: none"> 2010 K&S statement (12) recoded to 2018 K&S statement (11) Edited for clarification
(12)(A) describe and explain the importance of family customs and traditions; and	(11)(12) (A) describe and explain the importance of family customs and traditions; and	(11)(A) describe and explain the importance of family traditions; and	<ul style="list-style-type: none"> 2010 SE (12)(A) recoded to 2018 SE (11)(A) Edited for clarification
(12)(B) compare family customs and traditions.	(11)(12) (B) compare family customs and traditions <u>among families</u> .	(11)(B) compare traditions among families.	<ul style="list-style-type: none"> 2010 SE (12)(B) recoded to 2018 SE (11)(B) Edited for clarification
(13) Science, technology, and society. The student understands ways technology is used in the home and school and how technology affects people's lives. The student is expected to:	(12)(13) Science, technology, and society. The student understands ways technology is used in the home and school and how technology affects people's lives. The student is expected to:	(12) Science, technology, and society. The student understands ways technology is used in the home and school and how technology affects people's lives. The student is expected to:	2010 K&S statement (13) recoded to 2018 K&S statement (12)
(13)(A) identify examples of technology used in the home and school;	(12)(13) (A) identify examples of technology used in the home and school;	(12)(A) identify examples of technology used in the home and school;	2010 SE (13)(A) recoded to 2018 SE (12)(A)

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(13)(B) describe how technology helps accomplish specific tasks and meet people's needs; and	(12) (13)(B) describe how technology helps accomplish specific tasks and meet people's needs; and	(12)(B) describe how technology helps accomplish specific tasks and meet people's needs; and	2010 SE (13)(B) recoded to 2018 SE (12)(B)
(13)(C) describe how his or her life might be different without modern technology.	(12) (13)(C) describe how his or her life might be different without modern technology.	(12)(C) describe how his or her life might be different without modern technology.	2010 SE (13)(C) recoded to 2018 SE (12)(C)
(14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(13) (14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(13) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:	<ul style="list-style-type: none"> • 2010 K&S statement (14) recoded to 2018 K&S statement (13) • Edited for clarification
(14)(A) obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music;	(13) (14)(A) gather obtain information about a topic using a variety of valid oral <u>and visual</u> sources such as conversations , interviews, and music, <u>pictures, symbols, electronic media, print material, and artifacts with adult assistance</u> ; and	(13)(A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance; and	<ul style="list-style-type: none"> • 2010 SE (14)(A) recoded to 2018 SE (13)(A) • Cognitive verb “obtain” changed to “gather” • 2010 SE (14)(B) moved into 2018 SE (13)(A) • Streamlined
(14)(B) obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts; and	(14) (B) obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts ; and		<ul style="list-style-type: none"> • 2010 SE (14)(B) moved into 2018 SE (13)(A) • Streamlined
(14)(C) sequence and categorize information.	(13) (B) (14) (C) sequence and categorize information.	(13)(B) sequence and categorize information.	2010 SE (14)(C) recoded to 2018 SE (13)(B)
(15) Social studies skills. The student communicates in oral and visual forms. The student is expected to:	(14) (15) Social studies skills. The student communicates in oral and visual forms. The student is expected to:	(14) Social studies skills. The student communicates in oral and visual forms. The student is expected to:	2010 K&S statement (15) recoded to 2018 K&S statement (14)
	(14) (3)(A) <u>place events in chronological order</u> ;	(14)(A) place events in chronological order;	2010 SE (3)(A) recoded to 2018 SE (14)(A)
	(14) (3)(B) <u>use vocabulary social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow</u> ;	(14)(B) use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow;	<ul style="list-style-type: none"> • 2010 SE (3)(B) recoded to 2018 SE (14)(B) • Edited for clarification
(15)(A) express ideas orally based on knowledge and experiences; and	(14) (C) (15) (A) express ideas orally based on knowledge and experiences; and	(14)(C) express ideas orally based on knowledge and experiences; and	2010 SE (15)(A) recoded to 2018 SE (14)(C)

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(15)(B) create and interpret visuals, including pictures and maps.	(14)(D) (15)(B) create and interpret visuals, including pictures and maps.	(14)(D) create and interpret visuals, including pictures and maps.	2010 SE (15)(B) recoded to 2018 SE (14)(D)
(16) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(15) (16) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings . The student is expected to <u>use a problem-solving process</u> , <u>problem-solving and decision-making processes to identify a problem</u> , <u>gather information, list and consider options</u> , <u>consider advantages and disadvantages</u> , <u>choose and implement a solution</u> , and <u>evaluate the effectiveness of the solution</u> .	(15) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.	<ul style="list-style-type: none"> • 2010 K&S statement (16) recoded to 2018 K&S statement (15) • 2010 SE (16)(A) moved into 2018 K&S statement (15) • Decision-making moved from 2010 SE (16)(B) into 2018 K&S statement (15) • Edited for clarification
(16)(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and	(16)(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and		2010 SE (16)(A) moved into 2018 K&S statement (15)
(16)(B) use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of the decision.	(16)(B) use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of the decision.		<ul style="list-style-type: none"> • Streamlined • Decision-making moved from 2010 SE (16)(B) into 2018 K&S statement (15)